Section IV

Requirements
Specific to
Modules & AB 75 Content Areas

Section IV provides the guidelines and requirements for each of the training modules. The focus of administrator training is on instructional management and leadership. Technology is integrated throughout the modules and is used as a tool for improving instruction and school management. The following charts identify the guidelines and requirements for provider's training program (left-hand column), the desired participant results in the form of knowledge and skills (central column), and the relationship to other modules (right-hand column).

Module 1: Leadership and Support of Student Instructional Programs

AB 75 Content Areas 2, 3, and 4

If principals serve as effective instructional leaders, they will increase their overall student achievement, as measured by SAT 9, the California standards tests, and other assessments, and decrease the time required to effectively implement their instructional strategy. Specifically, the training program for AB 75 content areas 2, 3, and 4 will build skills and capacity necessary to: 1) establish and communicate state and district visions and goals for student focused instructional improvement; 2) create awareness and familiarity with state standards for all instructional team members and core subjects; 3) guide the full implementation of approved instructional program texts and materials; 4) direct and support proven staff training and professional development activities for uniform instruction and materials use; 5) manage data and assessment for the purpose of guiding teacher decisions regarding student interventions and school site instructional practices; and 6) fully utilize technology and fiscal and human resources for the purpose of student academic success.

Principals must be prepared to lead their schools through powerful academic improvement program change that produces improved student achievement and school success.

Requirements for coverage of standards-based, adopted instructional materials by school levels:

ELEMENTARY (K-5/6)	MIDDLE (6-8)	HIGH (9-12)
ONE academic core content area: either reading-language arts or mathematics (both optional).	TWO academic core content areas: English, reading-language arts (either 6-8 basic or intervention programs), and mathematics (both are required)	ONE academic core content area or combinations: English/reading-language arts, mathematics, history-social science, science

AB 75 Content Areas 2, 3, and 4

Professional Development Components	Curriculum Guidelines & Criteria Basic training program must offer…	Desired Participant Results Participants will…	Applications to Technology
Resource Materials – All Levels	• Information on how to access current and relevant resource materials, including state curricular frameworks; scientific research findings on instructional practices; and other pertinent materials to supplement the training curriculum (related to content of Institute training). • Instruction on accessing and utilizing electronic resources, including: − Core academic standards on line (by grade level and content area). − STAR and API reports. − California Learning Resources Network (CLRN) approved supplemental electronic learning resources aligned with state academic content standards. • Full display of district-adopted instructional program materials – teacher editions (minimally those grade levels featured in the Institute). • Participant training manual that includes an approximate agenda, a majority of overheads used by the provider/instructor, a majority of materials for activities, and reference list for a majority of materials and citations used in presentations.	• Acquire a set of high quality materials for the principal's professional library to reinforce learning and be available as reference material. • Be able to access core academic standards on line, by grade level and content area. • Be able to access STAR and API data on line by district/school. • Be able to access and utilize California Learning Resources Network (CLRN) to review supplemental electronic learning resources for alignment with state academic content standards. • Be able to recognize and quickly reference adopted instructional materials. • Be able to refer to training manual and, when appropriate, be able to use materials with staff.	√ √

Professional Development Components	Curriculum Guidelines & Criteria Basic training program must offer…	Desired Participant Results Participants will…	Applications to Technology
Elementary School Level			
Focus & Intent -- Elementary School Level	• Training on the State Board-adopted instructional program(s) since January 2001 (or if otherwise waived by the State Board) for at least <u>one</u> of the academic core content areas of reading-language arts or mathematics (with option to cover both) with attention to critical instructional practices and strategies embedded in the adopted instructional programs.	• Develop a working knowledge of key terms. • Understand the priority of specific components at various grade levels, major procedures, content, and strategies of instruction. • Be able to apply knowledge of key components of the adopted instructional programs when working with teachers. • Be able to lead, and effectively support, teachers and staff; achieve credibility with teachers through familiarity with the district-adopted instructional programs.	
Institute Materials -- Elementary School Level	• Teacher Guide for district-adopted instructional program for reading-language arts or mathematics or both (strongly suggested focus on grade K or 1 AND one of grades 2-6. • Auxiliary Teacher Guides, when appropriate (e.g. guides for extended learning for various student populations: EL, Sp.Ed., GATE). • Handouts, including (provided by the District and not required at time of submission for approval of training curriculum*): – District's current pacing/scheduling guides for adopted instructional programs.* – District's Board policy on instructional minutes for reading/language arts and mathematics, K-6. * – Guide/checklist for principals to observe classroom instruction.* – Examples of assessments (entry level, monitoring of progress for delivery of instruction and student achievement, and summative student assessments) and other district tools* – STAR Blueprint for the California Standards Tests, grades 2-6. – District and school level STAR reports from CDE website for most recent year (specific to participant's district/school)*	• Develop familiarity with instructional program material organization; how its structural features are used (e.g. weekly/daily lesson planner, teacher script for daily lesson, the components of learning strategies, etc.); and the general coverage of content related to the grade level content standards. • Achieve confidence to guide teachers' use of district-adopted, standards-based instructional program materials. • Attain tools and resources to share with teachers.	

Professional Development Components	Curriculum Guidelines & Criteria Basic training program must offer…	Desired Participant Results Participants will…	Applications to Technology
Institute Curriculum – Elementary School Level	As demonstrated through documentation of Institute training curriculum and agenda, approximately 10% of the total instructional time focused on:		
	State / District Vision, Plan & Expectations		
	• Description and discussion of the state initiative (vision and mission): prepare ALL students to master the world-class, grade level content standards primarily in English language arts and mathematics at the elementary school level. • Explanation of the linkages to accountability, standards-based instructional programs, and professional development for most of the state's teachers, instructional aides/paraprofessionals, and principals (AB 466). • Description of studies, followed with discussion on, standards-based school reform [e.g. Rand Study (March 1998), Dana Center (1999), and Elmore (2001)]. • Description and discussion of the district's instructional plan to support the teaching of the content standards through full implementation of the State Board of Education adopted instructional materials for mathematics (January 2001) and reading/language arts/English language development (January 2002)[not required for submission approval]. • Description and discussion of the district's expectations for, and responsibilities of, the principal and vice principal in supporting the district's instructional plan for full implementation of the State Board of Education adopted instructional materials for mathematics and reading/language arts/English language development [not required for submission approval].	• Understand the state initiatives (vision and mission), including the linkage to accountability, standards-based instructional programs, and professional development for most of the state's teachers, instructional aides/paraprofessionals, and principals. • Understand the strategic focus on English-language arts and mathematics for elementary schools. • Understand the necessary actions and support systems required to move schools from low to high performing. • Understand the required organizational elements that need to be aligned within an academic improvement system. • Understand the district's instructional plan to support the teaching of the content standards through full implementation of the State Board of Education adopted instructional materials for mathematics and reading/language arts/English language development. • Understand the district's expectations for, and responsibilities of, the principal and vice principal in supporting the district's instructional plan for full implementation of the State Board of Education adopted instructional materials for mathematics and reading/language arts/English language development.	
	As demonstrated through documentation of Institute training curriculum and agenda, approximately 90% of the total instructional time focused on:		
	General Overview of Adopted Instructional Materials		
	• A general orientation on the district-adopted instructional materials to be included in the Institute (e.g., Teacher Guides, student texts, student workbooks, assessments, student support materials, AV/software/tapes).	• Attain a comprehensive awareness of the materials linked to the district-adopted standards-based instructional program (Teacher Guides, student anthologies, student workbooks, assessments, supportive student reading materials, AV/software/tapes).	√

Professional Development Components	Curriculum Guidelines & Criteria Basic training program must offer…	Desired Participant Results Participants will…	Applications to Technology
Institute Curriculum – Elementary School Level	**Curricular Framework, Standards, & Research**		
	• Discussion activities to become familiar with the state content standards, curricular frameworks, the scientific research – all of which focus on effective instructional strategies for improving achievement of all students (with emphasis on English learners) and on analyzing and interpreting current STAR results (norm-referenced test and California Standards Tests).	• Achieve in-depth familiarity with the state content standards, curricular frameworks, the scientific research – all of which focus on effective instructional strategies for improving achievement of all students (with emphasis on English learners) and on analyzing and interpreting current STAR results (norm-referenced test and California Standards Tests).	
	Content, Concepts, Instructional Strategies		

	• Demonstration and discussion of key content, concepts, and instructional strategies embedded in the adopted instructional programs for at least <u>one</u> grade level of the English-language arts and/or mathematics:
	  – Identify and give examples of key content and concepts covered in program.
	  – Model key teaching strategies related to content standards, including, as appropriate, the use of technology to enhance and support instruction.
	  – Engage participants in activities to describe key strategies: what to look for when observing classroom instruction.
	  – Model specific strategies for diverse learners (EL, Sp.Ed., GATE).
	• Engage participants in activities to describe effective strategies for diverse learners: what to look for when observing classroom instruction.
		• Be able to identify and articulate the content/concepts and key instructional strategies embedded in the adopted program.	

	Support Systems		
	• Demonstration and discussion on performing teacher classroom observations on the delivery of key instructional strategies and providing instructional support (e.g. coaching, additional training, sharing of experiences at grade level meeting).	• Be able to conduct teacher classroom observations on the delivery of key instructional components; be able to determine needs for additional instructional support.	

Professional Development Components	Curriculum Guidelines & Criteria Basic training program must offer…	Desired Participant Results Participants will…	Applications to Technology
	Assessments		

Institute Curriculum – Elementary School Level	• Demonstration and discussion on the use of curriculum-embedded assessments provided in or based on the instructional program and other measurement tools recommended or mandated by the district.
	  − Identify and examine use of tools that assess effectiveness of instructional delivery of program content.
	  − Identify and examine use of tools that assess student entry level for the specific district-adopted standards-based instructional program (if appropriate).
	  − Identify and examine use of tools that assess student progress.
	  − Identify and examine effective tools to assess EL student needs.
	    − Identify how to monitor and interpret the data obtained from these tools, utilizing technology as appropriate.
	• Training on interpretation and use of the STAR results for reading, language arts, and mathematics (SAT 9 and CA Standards Test) and how to interpret Academic Performance Index (API), utilizing technology to aggregate and disaggregate data.
	  − Identify the features of the norm-referenced test and its importance to school wide achievement goals (features: comparative information and disaggregated scores by student populations).
	  − Identify the variations in the percentage of test items in the California Standards Tests (blueprint) by grade level to determine importance of content standard domains and strands.
	  − Study the percentage of students in each performance level of the California Standards Tests for English-language arts and mathematics at district and school site; discuss assumptions about factors which explain variability in the distribution of scores which have to do with school factors (instructional time, quality of the delivery of instruction, adherence/fidelity to adopted program for adequate coverage of content standards, adequacy of expectations for student work, etc.).
	  − Review and interpret district/school API for most current year.
		• Understand the use of curriculum-embedded assessments provided in or based on the instructional programs and other recommended, or mandated, district measurement tools, including:
		  − Tools that assess effectiveness of instructional delivery.
		  − Tools that assess progress of EL student needs.
		  − Tools that assess student progress.
		
		• Be able to understand the interpretations and use of STAR results and the Academic Performance Index (API) with teachers.
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Professional Development Components	Curriculum Guidelines & Criteria Basic training program must offer…	Desired Participant Results Participants will…	Applications to Technology
	Communications & Technologies		
	• Identification of school structures and communication procedures and technology which can enhance opportunities for teachers to meet and discuss delivery of instruction, pacing, and curriculum-embedded assessment results by grade level, every 4 to 6 weeks. • Demonstration and discussion of ways to use technology to support school and teacher monitoring and reporting of student assessment data for purposes of modifying delivery of instruction, planning additional instruction for groups of students, and keeping track of students who are succeeding and those who need more assistance (within a 6-8 week cycle). • Training on adopted instructional program's software, videos, tapes, and CDs that support instruction.	• Anticipate the need to provide time and guidance to faculty members in developing the meeting agenda, sharing classroom data, and determining action plans based on the discussion about the teaching of reading-language arts or mathematics with the use of the district adopted instructional program, instructional and student data, and the use of technology to aid communications. • Be able to identify existing district technology services to assist with management of instructional and student data (obtained every 6-8 weeks); and offer the rationale for use by teachers (e.g., data-based decisions on modification of instruction; the need to plan additional instruction for groups of students; the need to identify patterns of performance for students who are succeeding and those who are in need of more assistance). • Be able to use and discuss the merits of the adopted instructional programs' software, videos, tapes, and CDs that support instruction (for both teacher and student).	√

Professional Development Components	Curriculum Guidelines & Criteria Basic training program must offer…	Desired Participant Results Participants will…	Applications to Technology
Middle School Level			
Focus & Intent – Middle School Level	• Training on the State Board-adopted instructional program(s) since January 2001 (or if otherwise waived by the state board) for at least **two** of the academic core content areas (English, reading-language arts and mathematics), with attention to grade level course content and critical instructional practices and strategies embedded in the adopted instructional programs.	• Develop a working knowledge of key terms. • Understand priority of specific components at various grade levels, major procedures, content, and strategies of instruction. • Be able to apply knowledge of key components of the instructional programs when working with teachers. • Achieve credibility with teachers through a familiarity with the content of the district-adopted programs.	
Institute Materials – Middle School Level	• Teacher's Guide for district-adopted, standards-based instructional program for 6-8 grade level courses included in the training (reading-language arts basic program, 6-8, or reading-language arts intervention program, 6-8; and mathematics basic, 6-7, or algebra, 8). • Auxiliary Teacher's Guide, when appropriate (e.g. extensions for practice, and supplemental guides for groups of students –EL, GATE, Sp.Ed. etc.). • Handouts, including (provided by the District and not required at time of submission for approval of training curriculum*): – District's current pacing/scheduling guides for adopted instructional programs.* – District's Board policy on instructional minutes for reading-language arts and mathematics, 6-8.* – Guide checklist for principals to observe classroom instruction.* – Examples of entry level, monitoring of progress for delivery of instruction and student achievement, summative student assessments, and other district tools.* – STAR Blueprint for the California Standards Tests, grades 6-8. – District and school level STAR reports from CDE website for most recent year (specific to participant's district/school).*	• Develop familiarity with instructional program material organization; how its structural features are used (e.g. weekly/daily lesson planner, teacher script for daily lesson, the components of learning strategies, etc.); and the general coverage of content related to the grade level content standards. • Develop working familiarity with the district-adopted standards-based instructional program materials. • Achieve confidence and ability, through familiarity with program, to guide teachers' use of district-adopted standards-based instructional program materials. • Attain tools and resources to share with teachers.	

Professional Development Components	Curriculum Guidelines & Criteria Basic training program must offer…	Desired Participant Results Participants will…	Applications to Technology
Institute Curriculum – Middle School Level	As demonstrated through documentation of Institute training curriculum and agenda, approximately 10% of the total instructional time focused on:		
	State / District Vision, Plan & Expectations		
	• Description and discussion of the state initiative (vision and mission): prepare ALL students to master the world-class, grade level content standards in English-language arts and mathematics. • Explanation of the linkages to accountability, standards-based instructional programs, and professional development for most of the state's teachers, instructional aides/paraprofessionals, and principals (AB 466). • Description of studies, followed with discussion on, standards-based school reform [e.g. Rand Study (March 1998), Dana Center (1999), and Elmore (2001)]. • Description and discussion of the district's instructional plan to support the teaching of the content standards through full implementation of the State Board of Education adopted instructional materials for mathematics (January 2001) and reading/language arts/English language development (January 2002) [not required for submission approval]. • Description and discussion of the district's expectations for, and responsibilities of, the principal and vice principal in supporting the district's instructional plan for full implementation of the State Board of Education adopted instructional materials for mathematics and reading/language arts/English language development [not required for submission approval].	• Understand the state initiatives (vision and mission), including the linkage to accountability, standards-based instructional programs, and professional development for most of the state's teachers, instructional aides/paraprofessionals, and principals. • Understand the strategic focus on English-language arts and mathematics content standards for middle schools. • Understand the necessary actions and support systems required to move schools from low to high performing. • Understand the required organizational elements that need to be aligned within an academic improvement system. • Understanding of the district's instructional plan to support the teaching of the content standards through full implementation of the State Board of Education adopted instructional materials for mathematics (January 2001) and reading/language arts/English language development (January 2002). • Understand the district's expectations for, and responsibilities of, the principal and vice principal in supporting the district's instructional plan for full implementation of the State Board of Education adopted instructional materials for mathematics and reading/language arts/English language development.	
	As demonstrated through documentation of Institute training curriculum and agenda, approximately 90% of the total instructional time focused on:		
	General Overview of Adopted Instructional Materials		
	• Providing a general orientation on the district-adopted instructional materials to be included in the Institute (e.g., Teacher Guides, student texts, student workbooks, assessments, AV/software/tapes).	• Attain a comprehensive awareness of materials linked to the district-adopted standards-based instructional program (Teacher Guides, student texts, student workbooks, assessments, AV/software/tapes).	√

Professional Development Components	Curriculum Guidelines & Criteria Basic training program must offer…	Desired Participant Results Participants will…	Applications to Technology
Institute Curriculum – Middle School Level	**Curricular Framework, Standards, & Research**		
	• Reading and discussion activities to become familiar with the state content standards, curricular frameworks, the scientific research – all of which focus on effective instructional strategies for improving achievement of all students (with emphasis on English learners); and on analyzing and interpreting current STAR results (norm-referenced test and California Standards Tests).	• Achieve in-depth familiarity with the state content standards, curricular frameworks, the scientific research – all of which focus on effective instructional strategies for improving achievement of all students (with emphasis on English learners); and on analyzing and interpreting current STAR results (norm-referenced test and California Standards Tests).	
	Content, Concepts, Instructional Strategies		
	• Demonstration and discussion on key content, concepts, and teaching strategies embedded in the English/reading-language arts and mathematics instructional programs for at least one grade level: −Identify and give examples of key content/concepts covered in program. − Model key teaching strategies related to content standards, including, as appropriate, the use of technology to enhance and support instruction. −Engage participants in practice activities to describe key strategies for various components. −Model key scaffolding techniques to address needs of diverse learners [e.g., EL, GATE, Sp.Ed., at-risk of grade retention]. −Discuss these scaffolding techniques and practice articulating them.	• Be able to identify and articulate the content/concepts and key instructional strategies embedded in the adopted programs.	√
	Support Systems		
	• Identification and discussion on effective uses of support systems for teachers (e.g., mentors, coaches, professional development, course-level teacher meetings, scheduling of block classes, selection of teachers for intervention classes, etc.) and planning implementation of new standards-based instructional programs (e.g., plan for implementing intervention program which includes considerations for student placement criteria; scheduling of two-period blocks for intervention program students; assignment, training, and support system for teachers for this program; information to parents on recommended action; etc.).	• Be able to identify several options for assisting with full implementation of the program.	

Professional Development Components	Curriculum Guidelines & Criteria Basic training program must offer…	Desired Participant Results Participants will…	Applications to Technology
	Assessments		
Institute Curriculum – Middle School Level	• Identification and discussion on the use of curriculum-embedded assessments provided in the instructional programs and other measurement tools recommended or mandated by the district. −Identify and examine use of tools that assess effectiveness of instructional delivery of program content. −Identify and examine use of tools that assess student entry level for the specific district-adopted standards-based instructional program. −Identify and examine use of tools that assess student progress. −Identify and examine effective tools to assess EL student needs. −Identify how to monitor and interpret the data obtained from these tools, utilizing technology as appropriate. • Training on interpretation and use of the STAR results for reading, language arts, and mathematics (SAT 9 and California Standards Tests) and how to interpret Academic Performance Index (API), utilizing technology to aggregate and disaggregate data. − Identify the features of the norm-referenced test and its importance to school wide achievement goals (features: comparative information and disaggregated scores by student populations). − Identify the variations in the percentage of test items in the California Standards Tests (Blueprint) by grade level to determine importance of content standard domains and strands. − Study the percentage of students in each performance level of the California Standards Tests for English-language arts and mathematics at district and school site; discuss assumptions about variability in the distribution of scores related to school factors (instructional time, quality of the delivery of instruction, adherence/fidelity to adopted program for adequate coverage of content standards, adequacy of expectations for student work, etc.). − Review and interpret district/school API for most current year.	• Understand the use of curriculum-embedded assessments provided in, or based on, the instructional programs and other recommended or mandated measurement tools, including: −Tools that assess effectiveness of instructional delivery. −Tools that assess EL student needs. −Tools which assess student progress • Understand how to interpret and use STAR results and the Academic Performance Index with faculty members.	√ √
	Communications & Technologies		
	• Demonstration and discussion of ways to use technology to support school and teacher monitoring of student progress data for purposes of modifying delivery of instruction, planning additional instruction for groups of students, and keeping track of students who are succeeding and those who need more assistance (within a 6-8 week cycle). • Identification of school structures and communication procedures and technology that can enhance opportunities for teachers to meet and discuss delivery of instruction, pacing, and curriculum-embedded assessment results (every 4-6 weeks). • Training on adopted instructional program's software, videos, tapes, and CDs that support instruction.	• Be able to identify existing technology services to assist management of instructional and student data (obtained every 6-8 weeks); and how such data could offer the administration insight on classroom teacher needs on a regular basis and provide teachers with data for instructional decision-making. • Be able to provide time and effective guidance to faculty members in developing meeting agendas, sharing classroom data, and determining action plans based on discussions; and use of technology to aide communications. • Be able to use and discuss the merits of the adopted instructional programs' software, videos, tapes, and CDs that support instruction (for both teacher and student).	√ √ √

Professional Development Components	Curriculum Guidelines & Criteria Basic training program must offer…	Desired Participant Results Participants will…	Applications to Technology
High School Level			
Focus & Intent – High School Level	• Provide training on one of, or combinations of, the core academic content areas for local board-adopted standards-based instructional programs, for grades 9-12 – English-language arts, mathematics, history-social science, and science.	• Develop a working knowledge of key terms and the priority of certain components in various courses, major procedures, content, and strategies of instruction. • Be able to apply knowledge of key components of the instructional programs for academic core courses when working with teachers. • Achieve credibility with teachers through a familiarity with the content of the district-adopted program(s).	

Institute Materials – High School Level	• Teacher's Guides for selected academic core courses.
	
	• Auxiliary Teacher's Guides, when appropriate.
	
	• Handouts including (provided by the district and not required at time of submission for approval of training curriculum*):
	  – Master listing of local board approved, standards-based instructional programs for grades 9-12 for academic core subject areas included in the Institute.*
	  – District's Board policies and district's rules and regulations which govern high school instructional practices (e.g., placement of students in courses, homework, course requirements, pre-requisites for courses, grading procedures, roles and responsibilities of principals).*
	  – District and school student assessments.*
	  – Guide checklist for principals to use when observing classroom instruction.*
	  – Examples of assessments (entry level, monitoring of progress for delivery of instruction and student achievement, and summative student assessments).
	  – STAR Blueprint for the California Standards Tests, grades 9-11.
	  – District and school level STAR reports from CDE website for most recent year (specific to participant's district/school).*
		• Develop a working understanding of how instructional program materials are organized by structural features, content features, and teacher/student aides.
		
		• Attain tools and resources to share with teachers	

Professional Development Components	Curriculum Guidelines & Criteria Basic training program must offer…	Desired Participant Results Participants will…	Applications to Technology
Institute Curriculum – High School Level	As demonstrated through documentation of Institute training curriculum and agenda, approximately 10% of the total instructional time focused on:		
	State / District Vision, Plan & Expectations		
	• Description and discussion of state initiative (vision and mission): prepare ALL students to master the world-class, grade level content standards in English- language arts, mathematics, history-social science, and science. • Explanation of the linkages to accountability, standards-based instructional programs, and professional development for most of the state's teachers, instructional aides/paraprofessionals, and principals (AB 466). • Description of studies, followed with discussion on, standards-based school reform [e.g. Rand Study (March 1998), Dana Center (1999), and Elmore (2001)]. – • Description and discussion of the district's instructional plan to support the teaching of the content standards through full implementation of the local board adopted standards-based instructional materials for mathematics, English-language arts, history-social science, and science [not required for submission approval]. • Description and discussion of the district's expectations for, and responsibilities of, the principal and vice principal in supporting the district's instructional plan for full implementation of the local board adopted standards-based instructional materials for all academic core subjects [not required for submission approval].	• Understand the state initiative (vision and mission), including the linkage to accountability, standards-based instructional programs, and professional development for most of the state's teachers, instructional aides/paraprofessionals, and principals. • Understand the strategic focus on English-language Arts and mathematics for the High School Exit Exam. • Understand the necessary actions and support systems required to move schools from low to high performing. • Understand the required organizational elements that need to be aligned within an academic improvement system. • Understand the district's instructional plan to support the teaching of the content standards through full implementation of its local board adopted, standards-based instructional materials for mathematics, English-language arts, history-social science, and science. • Understand the district's expectations for, and responsibilities of, the principal and vice principal in supporting the district's instructional plan for full implementation of the local board adopted, standards-based instructional materials for all academic core subjects.	
	As demonstrated through documentation of Institute training curriculum and agenda, approximately 90% of the total instructional time focused on:		
	General Overview of Adopted Instructional Materials		
	• A general orientation on the local board adopted, standards-based instructional materials for the core academic subjects to be included in the Institute: –Review any available description of the materials. –Review any available evaluations of these materials (documentation for the local board recommendations for adoption – not required for submission approval).	• Attain a comprehensive awareness for selection of core academic subject instructional programs.	√

Professional Development Components	Curriculum Guidelines & Criteria Basic training program must offer…	Desired Participant Results Participants will…	Applications to Technology
Institute Curriculum – High School Level	**Curricular Framework, Standards, & Research**		
	• Reading and discussion activities to become familiar with the state content standards, curricular frameworks, the scientific research – all of which focus on effective instructional strategies for improving achievement of all students (with emphasis on English learners); and on analyzing and interpreting current STAR results (norm-referenced test and California Standards Tests).	• Achieve in-depth familiarity with the state content standards, curricular frameworks, the scientific research – all of which focus on effective instructional strategies for improving achievement of all students (with emphasis on English learners); and on analyzing and interpreting current STAR results (norm-referenced test and California Standards Tests).	
	Content, Concepts, Instructional Strategies		
	• Demonstration and discussion on key content and concepts and teaching strategies embedded in the instructional programs selected for the Institute (may be combinations by grade level and core academic subject areas): – Model key teaching strategies related to content standards, including, as appropriate, the use of technology to enhance and support instruction. – Engage participants in practice activities to describe key strategies for various components. – Model key scaffolding techniques to address needs of diverse learners [e.g., EL, Sp.Ed., at-risk of not passing High School Exit Exam]. – Discuss these scaffolding techniques and practice articulating them.	• Be able to identify and articulate the content, concepts, and teaching strategies embedded in the adopted programs.	
	Support Systems		
	• Identification and discussion on effective uses of support systems for teachers (e.g., mentors, coaches, professional development, department or course-level teacher meetings, scheduling common prep periods for pairing support for teachers, etc.).	• Be able to identify several options for assisting teachers with full implementation of the program.	

Professional Development Components	Curriculum Guidelines & Criteria Basic training program must offer…	Desired Participant Results Participants will…	Applications to Technology
Institute Curriculum – High School Level	**Assessments**		
	• Identification and discussion on the use of curriculum-embedded assessments provided in the instructional programs and other measurement tools recommended or mandated by the district. −Identify and examine use of tools that assess effectiveness of instructional delivery of program content. −Identify and examine use of tools that assess student entry level for the specific district-adopted standards-based instructional program. −Identify and examine use of tools that assess student progress. −Identify and examine effective tools to assess EL student needs. −Identify how to monitor and interpret the data obtained from these tools, utilizing technology as appropriate. • Training on the interpretation and use of the STAR results for all academic content areas (SAT 9 and California Standards Tests), High School Exit Exam data, and interpreting Academic Performance Index (API), utilizing technology to aggregate /disaggregate data. −Identify the features of the norm-referenced test and its importance or school wide achievement goals (features: comparative information and disaggregated scores by student populations. −Identify the variations in the percentage of test items in the California Standards Tests (Blueprint) by course to determine importance of content standard strands. −Study the percentage of students in each performance level of the CA Standards Test for English language arts, mathematics courses and High School Exit Exam at district and school site; discuss assumptions about variability in the distribution of scores related to school factors (e.g., instructional time, quality of the delivery of instruction, adherence/fidelity to adopted program for adequate coverage of content standards, adequacy of expectations for student work, etc.). ---Review and interpret district/school API for most current year.	• Understand the use of curriculum-embedded assessments provided in, or based on, the instructional programs and other recommended or mandated measurement tools, including: −Tools that assess effectiveness of instructional delivery. −Tools that assess EL student needs. −Tools that assess student progress. • Understand how to interpret and use STAR results, High School Exit Exam data, and the Academic Performance Index (API).	√
	Communications & Technologies		
	• Identification of school structures, communication procedures, and technology that can enhance opportunities for teachers to meet and discuss delivery of instruction, pacing, and curriculum-embedded assessment results (every 4-6 weeks). • Demonstration and discussion of ways to use technology to support school and teacher monitoring and reporting of student progress data for purposes of modifying delivery of instruction, planning additional instruction for groups of students, and keeping track on students who are succeeding and those who need more assistance (within a 6-8 week cycle). • Training on adopted instructional program's software, videos, tapes, and CDs that support instruction.	• Be able to provide time and effective guidance to faculty members in developing meeting agendas, sharing classroom data, determining action plans based on discussions, and using technology to aide communications. • Be able to identify existing technology services to assist management of instructional and student data (obtained every 6-8 weeks); and how such data could offer the administration insight on classroom teacher needs on a regular basis and provide teachers with data for instructional decision-making. • Be able to use and discuss the merits of the adopted instructional programs' software, videos, tapes, and CDs that support instruction (for both teacher and student.	√

Extension of Knowledge

Provider must develop a plan to communicate, monitor, and assist in carrying out a set number of hours of activities associated with the Module 1 Institute. This Follow-Up Practicum can technically take two years to complete after the training institute begins. However, it is recommended that the practicum be completed by the end of the initial year of participation. It is recommended that the provider and LEA jointly develop the Follow-Up Practicum plan. It is not required that the provider submit the plan for approval. It is suggested that the follow-up activities link with content provided in the Institute and be designed to be serve the practical needs of principals at different levels of skill and experience.

Some possible practicum activities could include:

- Networking with principals who participate in Institute to discuss status on implementation of board adopted, standards-based instructional programs.
- Mentoring opportunities for principals who participated in the Institute
- Writing summaries and analysis of school wide course data on student progress and achievement or state testing data on student achievement over several years.
- Participating in AB 466 teacher and/or instructional aides professional development Institute for one or more of the instructional programs used by school's faculty members.
- Attending, when appropriate, faculty meetings focused on implementation of adopted, standards-based instructional programs and/or sharing classroom level curriculum-embedded assessments (i.e., on instructional delivery or student progress.)

Module 2: Leadership & Management for Instructional Improvement

AB 75 Content Area 1: School Financial & Human Resources

If principals maximize the financial and human resources of the school site, they will increase their overall student achievement, as measured by SAT 9, the California standards tests, and other assessments, and decrease the time required to effectively implement their instructional strategy. Specifically, the training program for AB 75 content area 1 will build skills and capacity necessary to: 1) instill an overall vision and focus; 2) ensure a school site with qualified and competent teachers and staff; 3) communicate a clear plan with accountability for the use of financial, technological and human resources; 4) provide ongoing coaching and training to enhance teacher learning and professional development; 5) resolve day-to-day challenges; and 6) develop a collaborative and productive environment where teachers, staff, aides, parents, volunteers, and students remain focused on, and committed to, a common vision and strategy for continuous learning and student achievement.

Leadership & Management for Instructional Improvement		
Provider Guidelines & Criteria (Guidelines and criteria in bold type are required; others are optional). **Basic training program must (or may) offer…**	**Desired Participant Results** **Participants will…**	**Applications to Technology**
Vision & Culture		
• **In conjunction with the district:** 　– **Provide an overview of the District's vision, goals, improvement priorities, instructional strategies, investments, and development efforts.** 　– **Communicate the district's priorities and expectations for each specific school site.** 　– **Clearly communicate structure for participation and decision-making and clarity of roles and responsibilities (accountability).** 　– **Discuss techniques to plan and implement necessary action to align school and district.**	• **Understand how to effectively leverage financial and human resources while working toward a common vision.** • **Develop a change implementation plan, throughout the training course, to align school with district.**	√
• In conjunction with district, communicate the California state mission and increasing expectations.	Understand connection of the district's vision and supporting activities to California state mission.	
• **Demonstration, practice, and discussion on establishing a clear mission for the school site, with current student achievement data as the basis, that is clear, compelling, measurable, and relevant to school site needs, establishes clear goals, and identifies and communicates measures that will be used to assess and analyze progress.**	• **Be able to utilize mission to drive and communicate measurable improvement in student achievement.** • **Be able to identify stakeholders, within school and community; be able to identify and communicate their respective role in supporting the school's mission & student achievement goals.** • **Understand importance of sharing goals and measures, progress and results with teachers, staff, students, parents, and community**.	

Leadership & Management for Instructional Improvement		
Provider Guidelines & Criteria (Guidelines and criteria in bold type are required; others are optional). Basic training program must (or may) offer…	**Desired Participant Results** Participants will…	**Applications to Technology**

• **Demonstration, practice, and discussion on developing a site-specific action plan that identifies key activities, costs, responsibilities, due dates and measures, and provides focus on, and accountability for, priorities across human resources, financial, and technology areas.**
• **Discussion on key elements of managing action plans and change efforts.**
• **Demonstration, practice, and discussion on:**
  – **Evaluating existing school goals, programs, and activities and corresponding resources.**
  – **Establishing, and reinforcing, school priorities**
	• **Develop a usable action plan for school site.**
	• **Learn how to communicate progress, results, and challenges in order to promote continuous improvement and sustain involvement.**
	• **Learn how to establish, and reinforce, priorities.**
	• **Learn how to identify and evaluate existing goals, programs, and activities and eliminate use of resources that do not further the (newly) articulated mission.**
		√

• Demonstration, practice, and discussion on building a school culture that promotes and values high expectations, accountability, learning, collaboration, ownership, involvement, respect, diversity, positive relations, and ethical professional practices.	• Learn how to begin building a school culture that promotes and values high expectations, accountability, learning, collaboration, ownership, involvement, respect, diversity, positive relations, and ethical professional practices.	
• Demonstration, practice, and discussion on district, regional, and state management and instructional resources. • Discussion of where and how to find additional sources of funding to support ongoing reform.	• Learn how to effectively utilize relevant district, regional, and state management and instruction resources. • Identify where and how to find additional sources of funding to support ongoing reform.	√
Fiscal Management		

• **Demonstration, practice, and discussion on:**
  – **Establishing an overall operating budget with fiscal targets that are linked to the school mission, goals, and strategic action plan and to the allocation of resources.**
  – **The relationship between, and necessary linkage of, budget with strategic goals/priorities and allocation of resources, including strategies to reconcile contradictions.**
  – **Establishing fiscal targets, including operational and program targets, clear periodic and annual reporting processes, and methods for communicating progress against targets to all relevant audiences.**
  – **Identifying lead financial indicators for monitoring the achievement of fiscal goals, including simultaneously monitoring implementation of goals and strategic action plan and the allocation of resources.**
	• **Be able to establish operating budget with fiscal targets linked to the school mission, goals, and strategic action plan and to the allocation of resources.**
	• **Understand the relationship between, and necessary linkage of, budget with strategic goals priorities and allocation of resources.**
	• **Be able to establish fiscal targets, include operational and program targets, clear periodic and annual reporting processes, and methods for communicating progress against targets to all relevant audiences.**
	• **Be able to identify lead financial indicators and clear measures for monitoring the achievement of fiscal goals; be able to simultaneously monitor implementation of goals and strategic action plan and the allocation of resources.**
	• **Attain familiarity with how to use spreadsheets and accounting software programs to plan, and monitor school site budget.**
	• **Attain familiarity with how to use business management software**
		√

• **Examples, practice, and discussion on the establishment and monitoring of key**	• **Be able to establish and monitor key measures.**	

Leadership & Management for Instructional Improvement		
Provider Guidelines & Criteria (Guidelines and criteria in bold type are required; others are optional). **Basic training program must (or may) offer…**	**Desired Participant Results** Participants will…	**Applications to Technology**
measures.	• **Be able to effectively communicate progress, results, and key information through visual charting and presentation software.**	√
• **Demonstration, practice, and discussion on tracking, monitoring, and evaluating the lead indicators within and across major categories, including operations, professional development, and instructional programs.** • **Direction and practice with establishing actual or case study school budget with corresponding methods and procedures for program-based accountability, taking into account district budgeting practices and level and size of participants' schools.**	• **Be able to track, monitor, and evaluate lead indicators within and across major categories, including operations, professional development, and individual instructional programs.** • **Understand expectations, fiscal requirements, and responsibilities, as specifically related to the instructional program; be able to communicate expectations, requirements, and responsibilities to teachers and staff.**	√
• Discussion on leveraging existing financial, technological, and human resources to support the school site mission and student achievement goals. • Discussion on leveraging community resources, forming partnerships, and collaborating with related groups or organizations to support and promote student achievement.	• Understand how to leverage existing financial, technological, and human resources to support the school site mission and student achievement goals. • Understand how to leverage community resources, form partnerships, and collaborate with related groups or organizations to support and promote student achievement.	√
• Demonstration and practice on effectively communicating budgets, key measures, progress, and results through visual charting and presentation software.	• Be able to communicate school budget with corresponding methods and procedures for program-based accountability. • Be able to use spreadsheets for planning, projecting, and analyzing budgets. • Be able to effectively communicate budgets through visual charting and presentation software. • Understands importance of sharing relevant financial goals and measures, progress and results with teachers, staff, students, parents, and community.	√
People & Performance		
• **Discussion of key human resource related measures (related to teachers and staff) that will impact student achievement, including development of competencies, productivity, commitment, and retention rate.**	• **Understanding of strategic human resource related functions and measures.**	√
• **In conjunction with the district, discussion of district and school policies and practices related to: human resources, compensation, participation and decision making, professional development, student and community relations, diversity, and conflict resolution.**	• **Learn effective strategies to address prevailing district needs, within categories such as hiring, training, supporting, retaining, and motivating quality teachers.**	√
• **Demonstration, practice, and discussion of effective professional development support for teachers and staff, including hands-on practice developing a district-specific, focused professional development programs (based on a needs assessments,**	• **Be able to complete a training needs assessment appropriate to district, utilizing performance evaluation feedback, instructional priorities, and other relevant information.**	√

Leadership & Management for Instructional Improvement		
Provider Guidelines & Criteria (Guidelines and criteria in bold type are required; others are optional). Basic training program must (or may) offer…	**Desired Participant Results** Participants will…	**Applications to Technology**
performance evaluation feedback, instructional priorities, and other relevant information).	• **Be able to create and apply an effective, district-specific, and focused professional development program.** • **Be able to continue the skill development of teachers and staff beyond designated training sessions.**	
• Demonstration, practice, and discussion of effective strategies for teacher selection and retention.	• Be able to apply effective strategies for teacher selection and retention.	√
• Demonstration, practice, and discussion of effective strategies for evaluating, motivating, and establishing goals for teachers and staff. • Demonstration, practice, and discussion of effective strategies for improving performance of teachers and staff within district's environment.	• Be able to apply effective strategies for evaluating, motivating, and establishing goals for teachers and staff. • Be able to apply effective strategies for improving performance of teachers and staff, relevant to the specific district environment.	
• Demonstration, practice, and discussion of effective strategies for improving productivity and management of teacher and staff relationships.	• Be able to apply effective strategies for improving productivity and management of teacher and staff relationships.	

• **Demonstration, practice, and discussion on use of database programs as they relate to tracking, monitoring, and storing teacher, staff, and student information, including:**
   – **Student information (e.g. classes, teachers, attendance, test scores)**
   – **Human resource management (e.g. professional development plans, attendance)**
   – **General personnel information for teachers and staff (e.g. hiring, performance evaluations, attendance.)**
	• **Learn how to use collect, track, store, and utilize databases for student information, human resource management, and personnel information.**	√

Knowledge & Data Management		
• **Discussion on use of assessment data for continuous improvement goals and to guide decisions on instructional strategies in order to ensure the continuous improvement of students.** • **Direction and practice with formulating and articulating data-driven strategies to reach instructional goals.**	• **Be able to provide clear guidance to teachers regarding data compilation and analysis; be able to lead collaborative process and formulate overall improvement and grade level improvement plans, based on data compilation.** • **Be able to formulate and articulate data-driven strategies to reach instructional goals.**	√
• **Discussion on use of data to make decisions on school site instructional program, teaching strategies, allocation and use of resources, financial investments, technologies, and other school programs and activities.**	• **Learn to use data to make decisions on school site instructional program, teaching strategies, allocation and use of resources, financial investments, technologies, and other school programs and activities.**	√
• Demonstration, practice, and discussion on techniques for developing and managing (collective) knowledge and data. • Discussion of how to leverage existing knowledge within school site.	• Understand knowledge that exists within individual teachers and classrooms that should be shared across the school site (and vice versa). • Be able to apply techniques to develop and manage (collective) knowledge and data. • Understand how to manage, use, and interpret data effectively.	√

Leadership & Management for Instructional Improvement		
Provider Guidelines & Criteria (Guidelines and criteria in bold type are required; others are optional). **Basic training program must (or may) offer…**	**Desired Participant Results** Participants will…	**Applications to Technology**
	• Be able to utilize and act on data.	
• Demonstration, practice, and discussion on techniques to efficiently coordinate efforts, share information across school sites, and foster attitudes open to sharing information. • Demonstration, practice, and discussion on using online tools and resources to develop an electronic network with other school leaders; using web-based technologies to communicate policies and regulations; using web, voice, and video reports connecting home and school; and using email, lists, and threaded discussions to assist in the day-to-day flow of their jobs.	• Be able to apply effective techniques to efficiently coordinate efforts, share information across school sites, and foster attitudes open to sharing information. • Learn to use online tools and resources to develop an electronic network with other school leaders. • Learn to use web-based technologies to communicate policies and regulations. • Learn to use web, voice, and video reports connecting home and school.	√

Extension of Knowledge

Provider must develop a plan to communicate, monitor, and assist in carrying out a set number of hours of activities associated with the Module 2 Institute. This Follow-Up Practicum can technically take two years to complete after the training institute begins. However, it is recommended that the practicum be completed by the end of the initial year of participation. The provider and LEA will need to confirm a plan. For purposes of submitting a provider plan for approval, it is suggested activities link with content provided in the Institute and be designed to serve the needs of principals at different levels of skill and experience.

Some possible practicum activities could include:

- ❑ Follow-up with principals who participate in Institute to assess and expand progress of district against school mission, goals, district budget (including linkage with school mission) and action plan.
- ❑ Mentoring and coaching opportunities for principals who participated in the Institute.
- ❑ Additional instruction and training in areas, as outlined below:
- – Coaching and mentoring on motivating pupil learning in order to understand and be able to apply interventions needed to help teachers motivate students and to build commitment to learning improvements.
- – Coaching and mentoring in increasing involvement of, and communication with, parents within communities in order to build commitment and support for academic improvement.
- – Coaching and mentoring for addressing specific issues and challenges of human resource management (hiring, firing, retention, involvement, productivity, competency development).
- – Coaching and mentoring on building collaboration and consensus across teachers, parents and communities.
- – Coaching and mentoring on building awareness of diverse cultures, in order to increase comfort with working within diverse cultures, resulting in students being treated and served equitably.
- – Coaching and mentoring on conflict resolution processes and techniques between and within schools and communities.
- – Coaching and mentoring on improving the safety and atmosphere at the schools, improving the learning environment, reducing conflicts on campus, and freeing up administrator's time to be spent on teaching and learning.

Module 3: Instructional Technology to Improve Pupil Performance

AB 75 Content Area 5

If principals maximize their use of instructional technology, they will increase their overall student achievement, as measured by SAT 9, the California Standards Tests, and other assessments, and decrease the time required to effectively implement their instructional strategy. Principals need to have a strong working knowledge of the use of technology and its relationship to school management, accountability, and the delivery and assessment of instruction to students and staff. In addition, the principal needs to understand how to connect to and navigate through the school to the vast amount of available instructional resources for classroom and school use.

Instructional Technology		
Provider Guidelines & Criteria (Guidelines and criteria in bold type are required; others are optional). Basic training program must (or may) offer…	**Desired Participant Results** Participants will…	**Applications to AB 75 Content Areas**
General Applications		
• Training on systems and databases that are compliant with generally accepted industry standard technologies and currently in use by the district.	• Understand the relationship between technology and instructional leadership and management. • Learn how to use technology to effectively support instructional leadership and management and improve student performance.	AB 75 Content Area 1
• **An overview of district's main technology systems, including multiple databases used by district as decision support systems and for data-driven decision-making.**	• **Become familiar, at the appropriate level, with district's main technology systems, including multiple databases used by district as decision support systems and for data-driven decision-making.**	
• **In conjunction with the district, identify overall data reporting needs and requirements, including federal, state, district, and school.** • **Identify the technology systems and databases that will be used to support management and instructional needs.**	• **Be able to identify overall data reporting needs and requirements, including federal, state, district, and school.** • **Be able to identify the technology systems and databases that will be used to support management and instructional needs.**	

• **Information on technology resources and support available to the district and school, including:**
   – **Core academic standards on line (by grade level and content area).**
   – **Electronic STAR and API reports.**
   – **Statewide Education Technology Services (SETS).**
   – **California Learning Resource Network (CLRN) approved supplemental electronic learning resources aligned with state academic content standards.**
   – **California Statewide Master Agreements for Resources in Technology (C-SMART)**
   – **Technical Support for Technology in Schools (TechSETS).**
   – **Technology Information Center for Administrative Leadership (TICAL), (located at portical.org) which offers hundreds of resources to assist administrators in leadership and technology.**
	• **Learn how to access and utilize technology resources.**
	 • **Utilize Statewide Education Technology Services (SETS).**
	 • **Learn to access the online education codes and to correlate them to existing district policies and regulations.**
	 • **Be exposed to online purchase order systems and data warehouses.**	

Instructional Technology		
Provider Guidelines & Criteria (Guidelines and criteria in bold type are required; others are optional). **Basic training program must (or may) offer…**	**Desired Participant Results** **Participants will…**	**Applications to AB 75 Content Areas**
− **Accessing online education codes and correlating them to existing district policies and regulations.** − **Be exposed to online purchase order systems and data warehouses.**		
• Information and requirements for state education technology funding through exposure to the Educational Technology Planning Guide for Districts and its five essential components.	• Learn what type of plan is required for state education technology funding through exposure to the Educational Technology Planning Guide for Districts and its five essential components.	AB 75 Content Area 1
Classroom Instructional Resources		
• **Demonstration of adopted instructional program software and supporting media, used to support learning.**	• **Be able to use and discuss merits of the instructional program software and media for learning.**	**AB 75 Content Areas 2, 3, and 4**
• Discussion of instruction embedded assessment methods that are enhanced through the use of technology.	• Familiarity with the range of instruction embedded assessment methods that are enhanced through the use of technology.	AB 75 Content Area 5.
• Discussion of how to organize and analyze data for the purpose of improving instruction.	• Attain an understanding of how to organize and analyze data for the purpose of improving instruction.	
• Discussion of how to individualize instruction and provide extended day opportunities for classrooms and homes.	• Able to individualize instruction and provide extended day opportunities for classrooms and homes.	
Financial Management Technology		
• **Demonstration, practice, and discussion on using technology to track, monitor, and evaluate the lead indicators within and across major categories, including operations, professional development, and instructional programs.**	• **Learn how to track, monitor and analyze lead indicators within and across major categories, including operations, professional development, and individual instructional programs.**	**AB 75 Content Area 1**
• Model and provide practice on effectively communicating budgets, key measures, progress, and results through visual charting and presentation software.	• Understand linkage between budget and school goals, including instructional program implementation. • Be able to effectively communicate budgets through visual charting and presentation software. • Understands importance of sharing relevant financial goals, measures, progress, and results with teachers, staff, students, parents, and community.	
• Demonstration, practice, and discussion on business management software (if currently used by district).	• Attain familiarity with how to use business management software (if currently used by district).	

Instructional Technology		
Provider Guidelines & Criteria (Guidelines and criteria in bold type are required; others are optional). Basic training program must (or may) offer…	**Desired Participant Results** Participants will…	**Applications to AB 75 Content Areas**
• Demonstration, practice, and discussion on use of spreadsheets and accounting software programs to plan, project, analyze, and monitor school site budget.	• Attain familiarity with how to use spreadsheets and accounting software programs to plan, project, analyze, and monitor school site budget.	
People Management Technology		

• **Demonstration, practice, and discussion on use of database programs as they relate to tracking, monitoring, and storing teacher, staff, and student information, including:**
  – **Student information (e.g. classes, teachers, attendance, test scores)**
  – **Human resource management (e.g. professional development plans, attendance)**
  – **General personnel information for teachers and staff (e.g. hiring, performance evaluations, attendance.)**
	• **Learn how to use collect, track, store, and utilize databases for student information, human resource management, and personnel information.**	

• Demonstrate how to make student performance data readily assessable to staff and parents.	• Able to use technology to facilitate the availability of student performance data to staff and parents.	
• Provide and share ideas within the educational community on how to improve principalship practices.	• Demonstrate how to share ideas within the educational community through use of technology. • Begin to develop a support network.	
• Demonstrate means to identify courses and program opportunities that are available electronically for ongoing professional development. • Discuss process and requirements for coordinating training programs directly with college and university advance degree programs.	• Demonstrate means to identify courses and program opportunities that are available electronically for ongoing professional development. • Develop means to create and maintain professional portfolio • Familiarity with process and requirements for coordinating training program directly with college and university advance degree programs.	
Academic Data Management & Assessment Technology		
• **Demonstration, practice, and discussion on collecting, storing, accessing, and analyzing data on students, as related to peers, class/teacher, school, and district**.	• **Be able to collect, store, access and analyze data on students, as related to peers, class/teacher, school, and district.**	**AB 75 Content Area 1**
• Provide assistance navigating through multiple sources of data available and identifying methods to assess student data against peer groups. • Demonstration, practice, and discussion on entering, storing, and accessing data that will be used by the school and district into the appropriate databases.	• Learn how to enter, store, and access the student achievement data that supports specific school mission and identified measures.	
• Provide information on laws and policies regarding technology, copyright, and Internet	• Become familiar with laws and policies regarding technology, copyright, and Internet	AB 75

Instructional Technology		
Provider Guidelines & Criteria (Guidelines and criteria in bold type are required; others are optional). **Basic training program must (or may) offer…**	**Desired Participant Results** **Participants will…**	**Applications to AB 75 Content Areas**
use at school sites.	use at school sites.	Content Area 1
• Demonstration, practice, and discussion on techniques to efficiently coordinate efforts, share information across school sites, and foster attitudes open to sharing information. • Demonstration, practice, and discussion on using online tools and resources to develop an electronic network with other school leaders; using web-based technologies to communicate policies and regulations; using web, voice, and video reports connecting home and school; and using email, lists, and threaded discussions to assist in the day-to-day flow of their jobs.	• Be able to apply techniques to efficiently coordinate efforts, share information across school sites, and foster attitudes open to sharing information. • Learn to use online tools and resources to develop an electronic network with other school leaders. • Learn to use web-based technologies to communicate policies and regulations. • Learn to use web, voice, and video reports connecting home and school. • Understanding of how to submit data in digital form.	AB 75 Content Area 1
• Discussion on how to interpret data for the purpose of identifying student focused interventions	• Understanding of how to interpret data for the purpose of identifying student focused interventions	
• Discussion on purposes of assessment and the use of data to make educational decisions.	• Understanding of the purposes of assessment and the use of data to make educational decisions. • How to use data to determine if subject matter standards have been met.	
Delivery of Instruction & Professional Development via Technology		
• Demonstrate the use of technology to deliver, monitor, and evaluate professional development program offerings.	• Use technology to evaluate professional development program offerings. • Participate in an on-line course evaluation process.	

Extension of Knowledge

Provider must develop a plan to communicate, monitor, and assist in carrying out a set number of hours of activities associated with the Module 3 Institute. This Follow-Up Practicum can technically take two years to complete after the training institute begins. However, it is recommended that the practicum be completed by the end of the initial year of participation. The provider and LEA will need to confirm a plan. For purposes of submitting a provider plan for approval, it is suggested activities link with content provided in the Institute and be designed to serve the needs of principals at different levels of skill and experience.

Some possible practicum activities could include:
- Follow-up with principals who participated in Institute to assess and expand effectiveness of use of technology for data-driven decision making.
- Follow-up with principals who participated in Institute to assess and expand district's use of, and coordination across, multiple databases to collect, store, track, and analyze various types of information, including student, personnel, fiscal, and other information.
- Follow-up with principals who participate in Institute to assess and expand use of technology resources and support.
- Mentoring and coaching opportunities for principals who participated in the Institute.
- Writing summaries and analysis of related initiatives and progress.